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and many of his supporters. He proves that the power and authority of the Canadian bishops were successfully maintained during the remainder of the French régime, and he demonstrates that the British authorities by excluding foreign priests perpetuated ecclesiastical control until legal status was given the church under the Quebec act of 1774 and the act of separation of 1791.

Thus the two races and religions were set apart, contact with modern France was broken, the Catholic church became directly responsible to the papacy, and Quebec became in a measure isolated from the currents of modern life.

Today the British in Canada are reaping the harvest they have sown; while the heroic French of Europe are battling for world liberty, French-Canadians hold aloof, untouched by the motives and the idealism that rule their compeers. Mr. Riddell's study has thus a peculiar timelessness, and as the necessity of "Canadianizing" the earliest inhabitants of Canada is more and more clearly seen by Canadian authorities, the value is appreciated of comprehensive study of the factors that produced the present conditions.

L. P. K.

A first book in American history with European beginnings. By Gertrude Van Duyn Southworth. (New York: D. Appleton and company, 1917. 431 p. \$.80)

In her preface the author states quite clearly that this book is meant to cover the field of history outlined by the committee of eight for the sixth grade. It is also stated that "the author of this book has met the essential requirements of the Committee of Eight." The way in which this has been done may be judged from the fact that only 87 pages, less than one-fourth of the book, are devoted to the topics outlined by the committee for sixth grade work. The remainder is purely American history, largely biographical, but including all of the important topics usually taught in the seventh and eighth grades through the civil war. From this point the text leaps in two final chapters to George Dewey and Thomas Edison.

Is the condensation of Greek history within the compass of eight pages, or of Roman history within sixteen pages, meeting "the essential requirements of the Committee of Eight?" If so, when and where are children to learn what is meant by "the culture of Greece," the "wonderful temples and public buildings," the amphitheatres and "elaborate palaces," the religious rites, sculpture, painting, and literature of Greece—all of which are mentioned but not described? Will half a dozen brief sentences (pp. 21-22) suffice to plant in children's minds adequate ideas of Greek and Roman religion? What will a

twelve year old child learn from this sentence, descriptive of one phase of mediaeval life: "Nearly all learning was confined to the church, which, closely united to the state, had become a great power?" Teachers well know that concrete conceptions of things utterly new and very distant are not built up in children's minds merely by the use of the terms quoted above.

After the condensed sketch of European history, the rest of the story is the usual elementary American history, written from the traditional standpoint, emphasizing political and military topics, and including all the picturesque incidents that are supposed to be the heritage of American youth. Even the relations between colonists and British are presented with the colonial bias; under the navigation laws, the colonies were not allowed "to carry on trade with any countries other than England and her possessions"; the revenue to be raised by the stamp act was help to pay England's debt incurred in previous wars.

The book may be useful for reference purposes in the seventh and eighth grades, but its use in the sixth grade would be a complete denial of both the plan and the method recommended by the committee of eight.

ALBERT H. SANFORD